

Hello, I am Barbara VanderVeen from Life Services System (LSS), site of the Michigan's *Parents As Teachers* (PAT) State Office.

I am here today to ask for your vote in support of this "Education Begins At Home" (EBAH) legislation.

During my tenure as a legislator, I was involved with Education and Families & Children's issues. I became aware of Parents As Teachers and the wonderful work they do. Now, I get to tell others – as an employee of LSS – about PAT's motto: "You are your child's first and best teacher!"



PARENTS AS TEACHERS (PAT)* – PAT is a home visiting program that focuses on child development and literacy to empower *parents of infants and toddlers (age 0-5) as their child's first best teacher.* The nationally recognized PAT model and its "Born to Learn" curriculum are based on reliable and current research in the areas of child development and neuroscience.

The curriculum was developed in collaboration with neuroscientists from Washington University School of Medicine in St. Louis and shares information with parents that is not anecdotal, but is content based on the key characteristics of reliable research. Leading recent research on neuroscience and child development is woven throughout the PAT program and is documented by scientific research.

Our four components are: Home visits, Screening, Parent/child play groups and Referral to services.

We assist over 100 sites in over 200 school districts in Michigan. Currently, these sites have been pulling together financing in very creative ways. EBAH's dedicated funding stream from the Federal government would be very useful.

For your information: The "Education Begins At Home Act" (EBAH) would authorize \$500 million over three years through the U.S. Department of Health and Human Services to help states establish or supplement state level funding to expand quality home visitation programs.

\$400 million would be authorized for states to:

- 1) provide eligible families with voluntary early childhood home visitation (such as Parents As Teachers) at least monthly;
- 2) offer annual health, vision, hearing and developmental screening for eligible children;
- 3) provide referrals for eligible families, as needed to additional resources;

- 4) offer group meetings to further enhance the information and skill-building addressed during home visits;
- 5) provide training and technical assistance to early childhood home visitation staff;
- 6) coordinate various models of early childhood home visitation to ensure families are receiving the most appropriate and effective services to meet their needs.

An additional \$100 million authorization over three years would support home visitation efforts at English Language Learner and Military families.

If enacted, Michigan would be eligible to receive Federal funds that would be used to support home visitation programs, such as Parents As Teachers.

Parents As Teachers (PAT) involvement results:

- * Increased school readiness
- * Decreased child abuse and neglect
- * Increased parent involvement in K-12 system
- * Increased parent/peer support

Thank you for your support.

2005 - 2006 MICHIGAN PARENTS AS TEACHERS BORN TO LEARN™ ANNUAL PROGRAM REPORT SUMMARY

Parents as Teachers (PAT) is an award winning parent education and family support program serving families throughout pregnancy until their child enters kindergarten. The program is designed to enhance child development and school achievement through parent education accessible to all families. The Parents as Teachers Born to Learn™ model offers families personal visits by certified parent educators; group meetings; developmental, health, hearing and vision screening; and linkage with community resources. It is a universal access model that is adaptable to the needs of diverse families, cultures and special populations. Programs are funded through a variety of public and private sources.

The information contained in this annual program report summary illustrates the reach and impact of PAT Born to Learn™ programs over a 12 month period. Programs can use the PAT quality standards to enhance the quality of services, increase their impact, and broaden their reach to achieve the vision that all children will learn, grow and develop to realize their full potential.

The information in this summary is based on data from 73 Annual Program Reports representing 74 Parents as Teachers program sites in Michigan. The typical reporting period is July 1, 2005 to June 30, 2006.

PROGRAM REACH

- ◆ 14,045 children
- ◆ 10,453 families
- ◆ Family Ethnicity:

11.9%	African-American	9.1%	Hispanic / Latino
1.3%	American-Indian	4.0%	Multi-Racial
1.3%	Asian	0.8%	Other
67.2%	European-American (White)	4.4%	Unknown

(Based on families whose ethnicity was reported)

- ◆ 34 PAT programs served families with Spanish as their primary language; these PAT families totaled 587 or 6% of all families.
- ◆ 285 families (2.7% of all families) have at least 1 parent who is foreign-born (not a US citizen at birth)
- ◆ 63 families are active duty military.
- ◆ 68% of families had at least one of the following family characteristics:

Teen parents	13%
Child with disabilities	7%
Parent with disabilities	4%
Low educational attainment	17%
Low income	51%
Speakers of other languages / limited English proficiency (LEP)	7%
Single-parent household	27%
Chemical dependencies	3%
Foster parents, court-appointed legal guardians, adoptive parents	3%
Transient / numerous family relocations	5%
Involvement with the corrections system	2%
Low birthweight (under 2500 grams or 5.5 lbs.)	5%
Involvement with mental health or social services agencies	12%
Relative who is the primary person in the parent support system	3%
Death in the immediate family	1%
Ongoing health problem of child, parent, or sibling	6%
Children with serious behavior concerns	4%
Referred to Parents as Teachers program because of suspected child abuse	3%
Multiple children under age 5	7%
Uninsured	2%
Homeless or resided in a shelter for at least part of the year	1%
- ◆ Family attrition rate (including families who moved out of the service area) was 20%
- ◆ 33% of programs have a waiting list; 577 families are waiting for services.

**For more information, contact
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For additional information on Parents as Teachers,
please visit our website: www.ParentsAsTeachers.org
or call 1-866-PAT4YOU (1-866-728-4968)

Parents as Teachers
national center



2005 - 2006 MICHIGAN PAT ANNUAL PROGRAM REPORT SUMMARY

PROGRAM SERVICES AND IMPACT

Personal Visits

- ◆ Programs most commonly offered monthly visits to typical Parents as Teachers families.
- ◆ Programs most commonly offered weekly visits to families with greater needs.

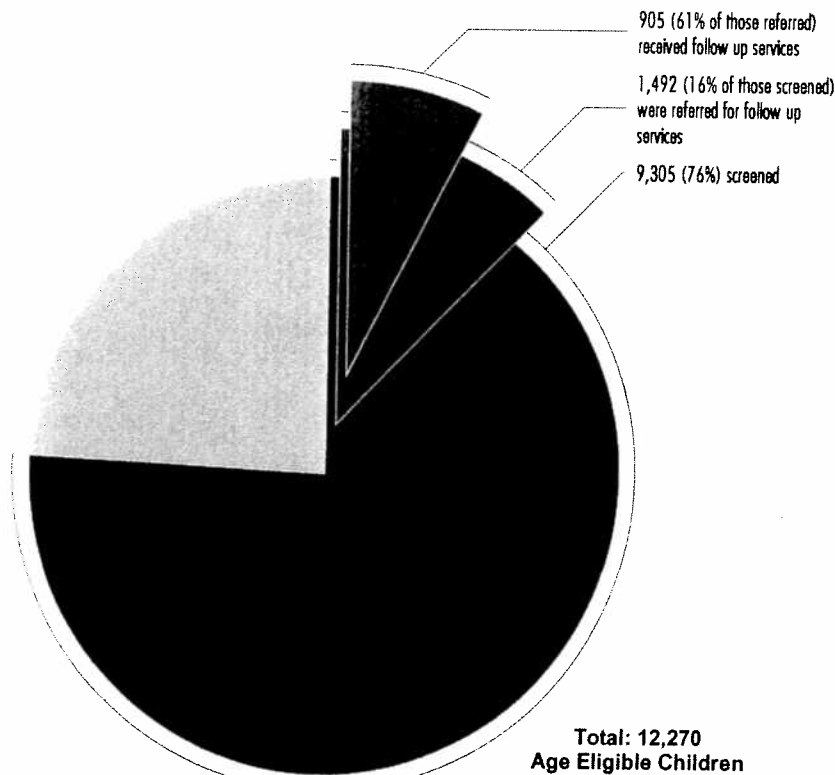
Visits Received	# of Families	% of Families
1 to 5 visits	4,482	43%
6 to 9 visits	2,468	24%
10 to 12 visits	2,002	19%
13 to 19 visits	750	7%
20 or more visits	701	7%

Group Meetings

- ◆ 9,740 group meetings were held; 68% of families attended at least one group meeting.

Screening and Referral

- ◆ 9,305 children received health and developmental screenings.
- ◆ 1,492 children, or 16% of those screened, were identified with possible health / developmental problems and were referred for follow up services.
- ◆ 61% of those referred received follow up services.
- ◆ On average, programs report 91% of two-year-olds had up-to-date immunizations.



Resource Network

- ◆ 5,309 families (51%) were linked to at least one community resource during the program year.
- ◆ 119 families were linked to the children's health insurance program.
- ◆ 194 families were referred by Parents as Teachers to the appropriate social service agency because of suspected child abuse or neglect.

PROGRAM CHARACTERISTICS

Communities Served:

- 49% Rural
- 51% Small Town
- 29% Suburban
- 25% Urban
- 4% Major City

(duplicate count)

Programs primarily serve the following ages:

- 65% Prenatal to 5 years
- 29% Prenatal to 3 years
- 1% 3 to 5 years
- 4% 2 to 5 years

Sponsoring Organization:

- 79% School System
- 7% Family Resource Center
- 13% Government Agency
- 7% Community Action Agency
- 4% Child Care Center
- 6% Hospital or Medical Facility
- 13% Health Department
- 1% University/Extension
- 27% Private/Public Non-Profit
- 9% Social Service Agency
- 1% Tribal Government / BIA
- 1% Migrant Program
- 13% Other Collaboration

(duplicate count)

81% are blended with other early childhood or parent support programs, for example:

- 18 Even Start
- 12 Early Head Start
- 17 Head Start
- 12 Healthy Families America

Programs operate an average of 11 months per year. 58% operate all 12 months.

58% of programs are universal access.

440 parent educators (254 full-time; 186 part-time)

9% parent educators are bilingual; 7% speak Spanish fluently.

Parent Educators Per Program:

- 17% 1 parent educator
- 17% 2 parent educators
- 24% 3 to 4 parent educators
- 23% 5 to 9 parent educators
- 19% 10 or more parent educators

Education Level of Parent Educators:

- 18% Masters or Beyond
- 53% Bachelors
- 12% Associates
- 16% Less Than Associates

53% of programs report that they have recently participated in a formal evaluation or research study on child and family outcomes.